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ABSTRACT

This guide, which was adapted from a 1987 evaluation guide for bilingual vocational training, is intended for directors, staff, and evaluators of local adult and vocational education programs. It presents an overall framework that program staff and evaluators can use to help establish the scope of their evaluations and meet their local evaluation needs. The guide consists of a brief introduction and seven sections devoted to the following topics: evaluation process and plans, evaluation framework program environment, program participants, program implementation, program outcomes, and presentation of findings. The materials presented in each section are intended to provide direction for planning relevant evaluations that meet the unique needs of local programs. A compendium of evaluation questions that may be used as a foundation for structuring a local evaluation is provided. Specific guidance for conducting the various data collection activities entailed in a comprehensive program evaluation is given. Appended are seven sample data collection forms (student intake form, program profile, student instructional status/attendance form, initial job placement information form, student and employer follow-up questionnaires, and job placement follow-up questionnaire) and guidelines for measuring the English language proficiency of limited-English-proficient adults. (MN)

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IS IT WORKING?

SELF HELP GUIDE FOR EVALUATING VOCATIONAL AND ADULT EDUCATION PROGRAMS

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PREFACE

This document was adapted from Fleischman, Hanberry, and Rivera's Evaluation Guide for Bilingual Vocational Training (Development Associates, Inc., 1987).

Several of the sample instruments contained in the Appendix were adapted from data collection instruments used in the National Evaluation of Adult Education Programs (1990-94), carried out by Development Associates, Inc., under contract to the U.S. Department of Education.

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TABLE OF CONTENTS

Preface

Foreword

I. Introduction 1

II. Evaluation Process and Plans 3

III. Evaluation Framework 13

IV. Program Environment 17

V. Program Participants 19

VI. Program Implementation 21

VII. Program Outcomes 25

VIII. Presentation of Findings 29

APPENDICES

Appendix A: Sample Data Collection Forms
- A1 - Student Intake Form A-1
- A2 - Program Profile A-9
- A3 - Student Instructional Status and Attendance Form A-23
- A4 - Student Follow-Up Telephone Survey A-27
- A5 - Initial Job Placement Information Form A-37
- A6 - Job Placement Follow-Up Questionnaire A-41
- A7 - Employer Follow-Up Questionnaire A-47

Appendix B: Measurement of English Language Proficiency of Limited English Proficient Adults B-1

FOREWORD

Why Evaluate?

Program evaluation is one of the most powerful tools available to a project manager. It can be used to assess whether a project is being implemented as planned, and to assess the extent to which stated goals and objectives are being achieved. It allows project staff to answer the question, "*Are we doing for our students what we said we would?*"

Evaluation data, therefore, can provide the basis for planning and decision-making relative to program improvement. This manual has been prepared to provide project directors and evaluators of vocational and adult education programs with suggestions and guidance for planning and carrying out such an evaluation.

I. INTRODUCTION

A. Purposes of This Evaluation Guide

The goal of this Guide is to help local adult and vocational education programs improve their approach to evaluation. At the local program level, there is a need to obtain more comprehensive data in order to assess effectiveness and improve planning and management. The Guide presents an overall framework which can be used by program staff and evaluators to help establish the scope of their evaluations and to give direction to meeting local evaluation needs. As resources become more scare, programs will be under pressure to document their effectiveness in order to maintain continued funding and attract new funding sources. The framework presented in this guide can be used to provide this much needed documentation.

What the Guide Is Intended to Do

In the broadest sense, the Guide will provide guidance and assist local program staff and evaluators to design and carry out their local evaluations. Thus, the Guide is intended to:

- provide direction for planning a relevant evaluation which meets the unique needs of each local program;
- provide a compendium of evaluation questions around which a local evaluation can be structured;
- provide sample instruments for collecting data on program participants and for documenting program process and procedures; and
- provide specific guidance for carrying out data collection activities, such as follow-up data from former students or trainees, and from employers.

What the Guide Is Not Intended to Accomplish

The Guide is not intended to be a "textbook" about evaluation in general, nor about evaluation of vocational and adult education programs in particular.

Specifically, it is *not* intended to be:

- a "cookbook" for evaluating local programs with specific recipes and menus for each aspect of an evaluation;
- considered a lock-step methodology with a compendium of precise instruments for examining every aspect of a specific program; nor
- a limiting or restrictive directive on what should or should not be evaluated.

Since the features and needs of projects vary, specific measures and procedures for assessing vocational and literacy skills are not goals of this Guide. Program staff should feel free to adapt the materials in this Guide to their own needs.

B. Audiences

The primary audience for this Guide includes:

- local program directors;
- program staff; and
- evaluators.

Others who may profit from using the Guide are state program administrators and coordinators who wish to know more about the impact of local programs across their States and can use the Guide to help plan evaluations of state-wide programs.

In summary, this document is called a Guide for deliberate reasons. Local program staff and evaluators can use the framework, the evaluation questions, sample instruments, follow-up procedures, and other aspects of data collection to address the issues and match the needs of their local program. The evaluation questions and the sample instruments presented in this document are not intended to be inclusive by any means. They provide a starting point to facilitate the process of formulating evaluation questions and focusing the evaluation.

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The next chapter of this Guide presents a six-step evaluation process. This process is general in nature and discusses *how* an evaluation should be planned and conducted. Chapter III, on the other hand, sets forth a framework for specifically evaluating local programs. This framework provides suggestions and guidance for *what* aspects of the program should be included in the evaluation, *what* questions should be addressed, and *what* data should be collected. The general process described in Chapter II should be applied to the specific framework presented in Chapter III in order to plan and conduct a comprehensive evaluation. Chapters IV - VII of the Guide provide guidance in planning for each component of the evaluation framework, while Chapter VIII discusses how the data and the evaluation fundings may be presented.

II. Evaluation Process and Plans

Program evaluation is a basic tool for program management and improvement. Central questions which an evaluation can help answer include:

- How is a program being implemented? (What is taking place?)
- To what extent have program objectives been met?
- How has a program impacted on its target population?
- What contributed to successes and failures?
- What changes and improvements should be made?

Evaluation involves the systematic and objective collection, analysis, and reporting of information or data. Using the data for program improvement and increased effectiveness then involves interpretation and judgement based on prior experience.

A. Overview of the Evaluation Process

The evaluation process can be described as involving six progressive steps. These steps are shown in Exhibit 1, and are discussed below. It is important to remember that initiating an evaluation cannot wait until a program is nearing completion. An evaluation should be incorporated into overall program planning, and should be initiated when the program begins operation. In this manner, program processes and activities can be documented from their beginning, and baseline data on program participants can be collected as they enter the program.

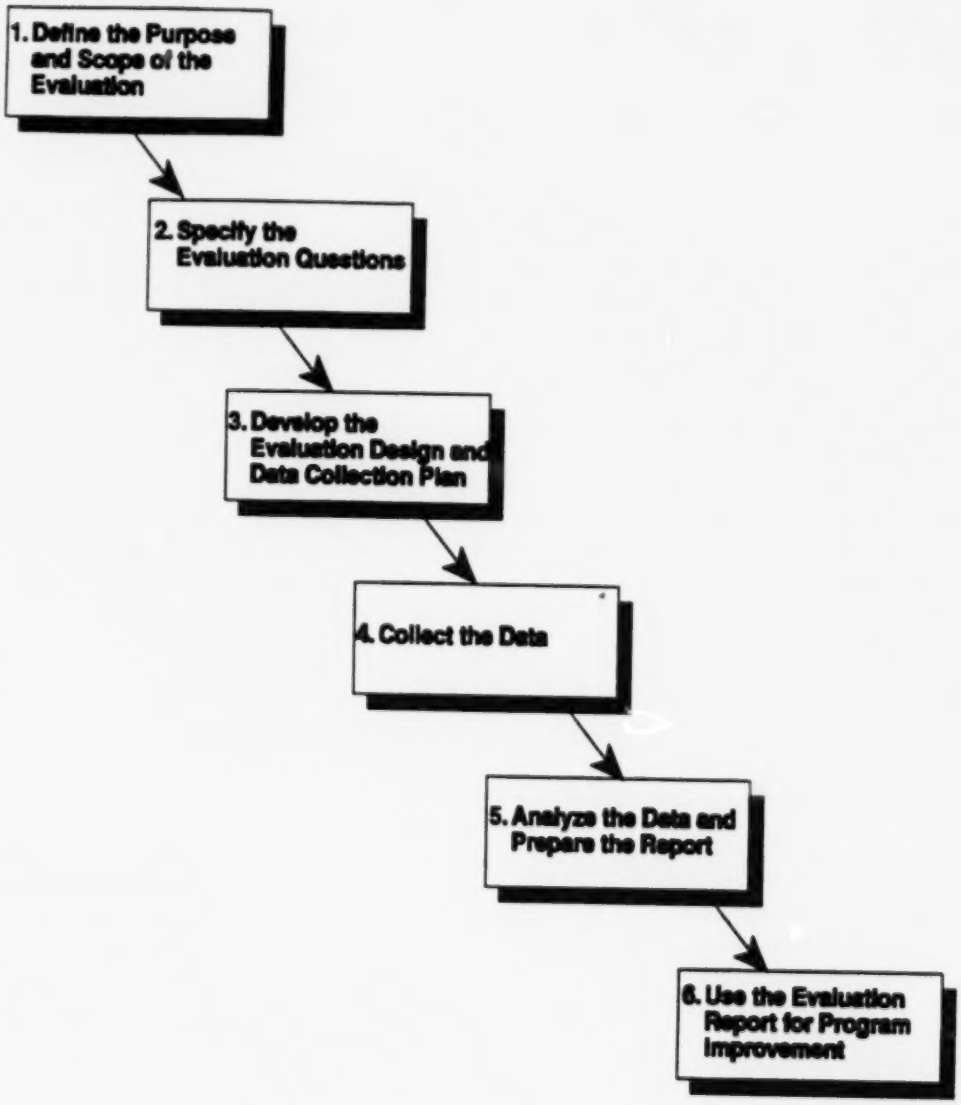
Step 1: Defining the Purpose and Scope of the Evaluation

The first step in planning an evaluation is to define its purpose and scope. This helps set the limits of the evaluation, confining it to a manageable size. Defining its purpose includes deciding on the goals and objectives for the evaluation, and on the audience for the evaluation results. The evaluation goals and objectives may vary depending on whether the program being evaluated is new and is going through a try-out period for which the planning and implementation process needs to be documented, or if a program has been thoroughly tested and needs documentation of its success before information about the program is widely disseminated and adoption by others encouraged.

Depending on the purpose, the audience for evaluation may be restricted to the project director and his/her staff, or may include a wider range of individuals, from agency administrators and decision-makers, to planners and other officials at the local, state, or national level.

The scope of the evaluation depends on the evaluation's purpose and the information needs of its intended audience. These needs determine the specific components of a program which should be evaluated and on the specific project objectives which are to be addressed. If an evaluation of a program has recently been conducted, a limited evaluation may be designed

EXHIBIT 1
Steps In The Evaluation Process


1. Define the Purpose and Scope of the Evaluation
2. Specify the Evaluation Questions
3. Develop the Evaluation Design and Data Collection Plan
4. Collect the Data
5. Analyze the Data and Prepare the Report
6. Use the Evaluation Report for Program Improvement

ex1-e15

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to target certain parts of the program which have been changed, revised, or modified. Similarly, the evaluation may be designed to focus on certain objectives which were shown to be previously only partially achieved. Thus, this step will define exactly which aspects of the program are to be evaluated. Costs and resources available to conduct the evaluation must also be considered in this decision.

Step 2: Specifying the Evaluation Questions

Evaluation questions grow out of the purpose and scope specified in the previous step. They help further define the limits of the evaluation. The evaluation questions will be answered in the evaluation report and should be formulated to address the needs of the specific audience to whom the evaluation is directed. Evaluation questions should be developed for each component of the program which falls into the scope which was defined in the previous step. For example, questions may be formulated which concern the adequacy of the curriculum and the experience of the instructional staff; other questions may concern the appropriateness of the skills being taught in relation to employment opportunities in the local community; additional questions may relate to the appropriateness of the individuals being recruited for the program with respect to literacy and employment status; and finally, evaluation questions may relate to the extent to which participants are achieving the goals of the program, such as obtaining a GED, high school diploma, or specific job skills, stable employment and increased earning capability.

A good way to begin formulating evaluation questions is to carefully examine the program's objectives; another source of questions is to anticipate problem areas concerning program implementation. Importantly, the audience for or expected users of the evaluation should be involved in developing the evaluation questions. This should never be left solely to the outside evaluator, no matter how familiar he or she is with the program. Once the evaluation questions are developed, they should be prioritized and examined in relation to the time and resources available. Once this is accomplished, the final set of evaluation questions can be selected.

Step 3: Developing the Evaluation Design and Data Collection Plan

This step involves specifying the approach to answering the evaluation questions, including how the required data will be collected. This will involve:

- specifying the data sources for each evaluation question;
- specifying the types of data, data collection approaches, and instruments needed;
- specifying the specific time periods for collecting the data;
- specifying the staff members who will be assigned to collecting the data, and how their data collection responsibilities relate to their other project responsibilities; and
- specifying the resources which will be required to carry out the evaluation.

The design and data collection plan is actually a roadmap for carrying out the evaluation. An important part of the design is the development or selection of the instruments for

collecting and recording the data needed to answer the evaluation questions. Data collection instruments may include record-keeping forms, questionnaires, interview guides, and assessment measures of literacy and vocational skills. Some of the instrumentation may already be available, i.e., forms used for recordkeeping and management purposes, such as recruitment or intake forms, etc. Some of these forms will have to be modified to meet the evaluation needs. In other cases, new instruments will have to be created.

In designing the instruments, the relevance of the items to the evaluation questions and the ease or difficulty of obtaining the desired data should be considered. Thus, the instruments should be reviewed by the project director and staff members to ensure that the data can be obtained in a cost-effective manner and without causing major disruptions, or inconveniences to the project.

Step 4: Collecting the Data

Data collection should follow the plans developed in the previous step. The individuals assigned to the various data collection tasks need to be thoroughly trained in the data collection requirements and procedures. Only by following standardized procedures will the data be reliable and valid. Following training, the project director needs to monitor the staff to ensure that they are accomplishing their data collection assignments according to the specified time schedule. The data should be recorded carefully and neatly so they can be read and interpreted during the analysis stage. Proper record-keeping and filing are similarly important so that the data are not lost or misplaced. Problems should be immediately brought to the attention of the project director and evaluator. Deviations from the data collection plan should be documented so that they can be considered in analyzing and interpreting the data.

Step 5: Analyzing the Data and Preparing a Report

This step involves tabulating, summarizing, and interpreting the collected data in such a way as to answer the evaluation questions. These procedures should be compatible with the type and amount of data which were collected, and the goals and objectives of the evaluation. Appropriate descriptive measures (frequency and percentage distributions, central tendency and variability, correlation, etc.) and inferential techniques (significance of difference between means and other statistics, analysis of variance, chi-square, etc.) should be used to analyze the data. The local evaluator should have responsibility for this aspect of the evaluation.

The evaluation will not be completed until a report has been written and the results communicated to the project director and other appropriate administrators and decision-makers. In preparing the report, the writers should be clear about the audience for whom the report is being prepared. Two broad questions need to be considered: (1) What does the audience need to know about the evaluation results? and (2) How can these results be best presented? Different audiences need different levels of information. Administrators need general information for policy decision-making, while program staff may need more detailed information which focuses on program activities and effects on participants.

The report should cover the following:

- The goals of the evaluation;
- The procedures or methods used;
- The findings; and
- The implication of the findings, including recommendations for changes or improvements in the program.

Importantly, the report should be organized so that it clearly addresses all of the evaluation questions specified in Step 2.

Step 6: Using the Evaluation Report for Program Improvement

The evaluation should not be considered successful until its results are used by program managers and decision-makers for program improvement. After all, this is the ultimate reason for conducting the evaluation. The evaluation may indicate that a program activity is not being implemented according to plan, or it may indicate that a particular objective is not being met. If so, it is then the responsibility of the project director to make appropriate changes to remedy the situation. Project directors should never be satisfied with their programs. Improvements can always be made, and evaluation is an important tool for accomplishing this purpose.

B. Planning the Evaluation

The evaluation should be conducted by an independent, experienced evaluator. This individual will provide the expertise for an evaluation which is comprehensive, objective, and technically sound. The project director and her/his staff must work closely with the evaluator beginning with the planning stage to ensure the evaluation meets the exact needs of the program.

Adequate time and thought for planning an evaluation is essential, and will give the project director and staff an opportunity to develop ideas about what they would like the evaluation to accomplish. The evaluation should address the goals specified in the project application and management plan. In some projects, however, one or more goals or objectives may require special attention. Some activities or instructional strategies may have been recently implemented, or the staff may be aware of some special problems which should be addressed. For example, there might have been a recent breakdown in communication between instructors; or the characteristics of students in recent instructional groups might have begun to differ significantly from the past, having implications for vocational training or the approach to literacy instruction. These are examples of things which should be considered when the project director selects an evaluator. The evaluator must then familiarize himself or herself with the special issues of concern on which the evaluation should focus.

Thus, the initial step of the evaluation process involves thinking about any special needs which will help in planning the overall evaluation and selecting the evaluator. Problems identified and evaluation questions which focus on curriculum and instructional materials might suggest that an evaluator is needed with particular expertise in those areas. Similarly, if the project needs an evaluation which requires frequent on-site observation of teaching methodologies by the evaluator, then this will help the project director focus on hiring someone located nearby so that travel costs can be kept to a minimum.

In summary, defining the scope involves setting limits, identifying specific areas of inquiry and deciding on what parts of the program and on which objectives the evaluation will focus. The scope does not answer the question of how the evaluation will be conducted. In establishing the scope, one is actually determining which components or parts of the program will be evaluated, and implies that the evaluation may not cover every aspect and activity.

C. Selecting the Evaluator

Selecting an evaluator is one of the most important elements in ensuring a technically sound and useful evaluation. The basic criteria suggested for selection are as follows:

- Experience in conducting evaluations of similar types of vocational and adult education programs;
- Skills in evaluation design, constructing data collection instruments, collecting data, managing and maintaining quality control over data collection, analyzing data, and writing reports;
- Ability and willingness to work directly with the project director in order to design the evaluation, oversee its implementation, and prepare a report;
- Knowledge of the educational needs of special populations, if applicable; and
- Experience in collecting data from employers and community and business groups, if appropriate.

The evaluator must be available for the complete time period required for the evaluation at a rate that fits basic budget resources and the number of evaluator-days projected in the initial planning. The evaluator should also reside within reasonable distance of the project so that travel costs are minimal and scheduling work sessions is not a problem.

Once an individual has been selected and has agreed to become the local evaluator for the project, a contract and work plan must be developed so that expectations, roles, and responsibilities are clear to all parties.

D. Specifying the Roles of Project Director, Staff and Evaluator

In order for the evaluation to be planned and carried out effectively, the roles of the project director, staff, and evaluator must be made clear to all parties. The evaluator should be responsible for specifying the design and developing the data collection instruments, training project staff to collect the required data, analyzing the data, and preparing a comprehensive report. The project director should work with the evaluator in specifying the objectives and scope of the evaluation, and assigning and supervising the project staff in carrying out their assigned data collection and record-keeping tasks. The project staff should be assigned the major data collection and record-keeping tasks for the evaluation. This will increase their job responsibilities, but is the most cost-effective way of collecting the required data. More specifically, the suggested roles of the project director, the evaluator, and the project staff are listed below:

The project director will:

- recruit and hire an experienced evaluator;
- work with the evaluator to define the objectives and scope of the evaluation;
- work with the evaluator to define the evaluation questions which will be addressed;
- review and approve the proposed data collection instruments and procedures to ensure that they are compatible with project activities;
- assign and supervise project staff for data collection and recordkeeping;
- approve the schedule and expenditures for the evaluation; and
- approve the final evaluation report.

The evaluator will:

- work with the project director to define the purpose and scope of the evaluation;
- work with the project director to specify the evaluation questions which will be addressed;
- develop the evaluation design;
- select and/or develop the data collection instruments and procedures, including the schedule and calendar for all data collection;
- train the project staff in the procedures for collecting the required data;
- analyze the collected data to answer the evaluation questions; and
- prepare the evaluation report.

The project staff will:

- collect the evaluation data;
- maintain student tracking records as well as conduct follow-up surveys of former students; and
- assist the evaluator in tabulating and summarizing the collected data.

E. Allocating Resources

Critical questions in planning the evaluation concern how much staff time and financial resources can be expended on the evaluation, and what resources are needed to actually carry it out. These two questions need to be addressed by the project director and the evaluator early in the design process. Many evaluators will raise these questions in the initial exploratory discussions concerning the evaluation. Preliminary planning will have to be accomplished before a final decision can be made on both the role and level of effort of the evaluator and each project staff member.

A variety of design decisions must be made during the planning stages that affect the allocation of both financial and staff resources. Each decision affects the staff/evaluator roles and functions, level of effort, and resources, and ultimately determines the overall scope of the evaluation. For instance, a record-keeping procedure must be developed to maintain accurate evaluation data. A tracking system is also needed to manage follow-up surveys of former students. These record-keeping and tracking systems, as well as the actual data collection activities, involve staff and material costs. These costs need to be considered in defining the final scope of the evaluation.

• • •

To summarize, this chapter presented a general process which focused on how an evaluation may be planned and carried out. The next chapter, and in fact the remainder of this Guide, discusses what program components, evaluation questions, and data should be included in an evaluation of a local vocational or adult education program.

III. EVALUATION FRAMEWORK

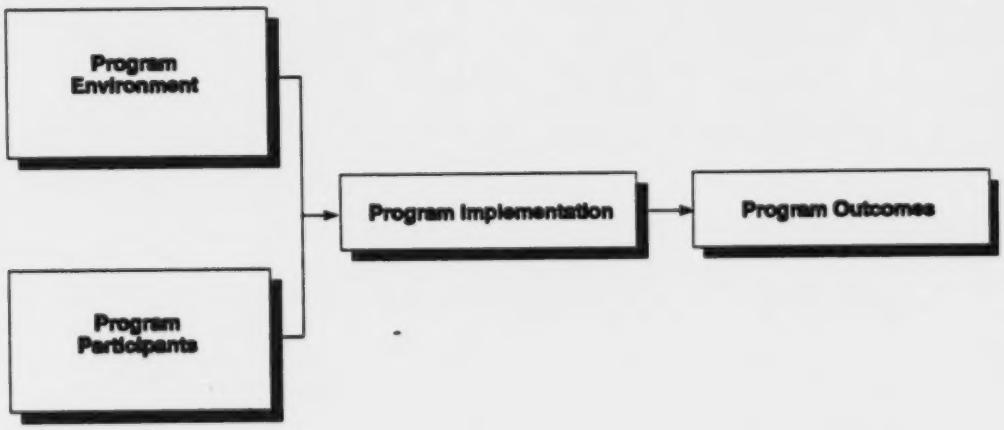
This chapter presents a framework for evaluating local programs which combines outcome evaluation with process evaluation. An outcome evaluation attempts to determine the extent to which a project's specific objectives have been achieved. On the other hand, the process evaluation seeks to describe the program which was implemented, and through this, attempt to gain an understanding of why the objectives were or were not achieved.

Evaluators have been criticized in the past for focusing on outcome evaluation and excluding the process side, or focusing on process evaluation without examining outcomes. The framework presented here incorporates both the process and outcome side. In this manner, one can determine the effect (or outcome) of a program, and also understand how the program produced that effect and how the program might be modified to produce that effect more completely and efficiently.

In order to focus on both program process and outcomes, an evaluation should be designed in which evaluation questions, and data collection and analysis, address the following:

- Program Environment;
- Program Participants;
- Program Implementation; and
- Program Outcomes.

These components may be thought of as being linked in the following manner:



Using this framework, descriptions are prepared of the environment, the participants, and the program activities and services which are implemented. Outcomes of the program are also assessed. The description of the environment, participants, and activities and services are used to explain how the outcomes were achieved and to suggest changes which may produce these outcomes more effectively and efficiently.

Each evaluation component is described below.

Environment

This component defines the environment in which a program is implemented. This includes the community in which the program is located, the economy of the community, the job opportunities in the community, and the educational and job training needs of the program's target population. Understanding the environment in which the project is located is important to assessing and interpreting the outcomes of the program, especially such outcomes as job placement, job retention, or job advancement. Data concerning this component are collected through a needs assessment which should be completed prior to applying for funding. These data are generally presented in a grant application in order to make the case for the *need* for the program in the first place.

Participants

This component defines the characteristics of the participants, including literacy, educational level, previous vocational training, and work history. Data on the characteristics of participants may be collected as part of program recruitment and intake activities. In addition to their use for descriptive purposes, these data are useful for comparisons with similar data collected at program completion and at follow-up data collection periods.

Program Implementation

This component describes how the key activities of the program are implemented, including recruitment, intake and assessment; instruction; counseling and other support services; and job development and job placement, if applicable. In this manner, the outcomes or results achieved by the program can be attributed to what actually has taken place, rather than what was planned to occur. This component also addresses the questions of what services and activities of the program have been fully implemented, partially implemented, and not implemented.

Outcomes

This component concerns the effects that the program has on its participants, and to what extent the program has met its stated objectives for program participants. At program completion, data may be collected on such variables as on rates of program completion, achievement of instructional objectives and competencies, vocational skills and knowledge, English language proficiency, placement in a job, continued education/instruction, and satisfaction with the instruction received.

If applicable, follow-up data may be collected at appropriate points in time following program completion on employment rates of former participants, wages per hour, number of hours worked per week, number receiving job promotions, number receiving wage increases, ratings of job satisfaction, and ratings of employer satisfaction with vocational and literacy skills.

Using the above four evaluation components, a comprehensive assessment of a program may be designed. Not only will this evaluation approach allow the project staff to determine the extent to which project goals and objectives are met, but will also enable them to understand how those outcomes were achieved and to make changes for program improvement purposes in the future.

• • •

The evaluation framework presented above should be implemented using the six-step process described in Chapter II. The framework describes *what* should be included in the evaluation; the six-step process describes *how* the evaluation is to be planned and carried out. Guidelines for defining the scope of the evaluation, specifying evaluation questions, and developing the data collection plans for each of the four evaluation components are discussed in the following chapters.

IV. PROGRAM ENVIRONMENT

This chapter focuses on the collection of descriptive information concerning the educational, economic, and employment environment of the community in which the program is located. These data provide a context against which program outcomes may be measured.

Information on educational, economic, and employment characteristics of the community will most often be collected as part of a needs assessment which is generally conducted prior to planning a project. In fact, the needs assessment results are often included as a part of a program's grant proposal or application for funding. Thus, the needs assessment data may satisfy the requirements of this component of the evaluation.

In focusing on the desired information for this aspect of the evaluation, the project director and evaluator should decide on the purposes that information on the environment of the program may play in the overall evaluation plan. This will define the scope of this part of the evaluation. From this, the relevant evaluation questions may be developed.

An illustrative set of questions relating to the program environment is provided in Exhibit 2. The final set of questions should be defined and developed by the project director and evaluator so that they meet the needs of their local program.

After the questions are specified, the evaluator should identify the specific variables which are applicable to the questions, and the possible sources of data which may be used to answer the questions. Examples of variables and data sources are also shown in Exhibit 2. Following this, a strategy for data collection and the data collection instruments themselves need to be developed. Relevant data may be available from such agencies as the local school system, the local economic development agency, local or state employment department, and Chamber of Commerce.

The findings which result from this part of the evaluation will eventually help explain the results of the outcome evaluation. For example, if project goals concerning job placement are not achieved, it may be because the program is providing vocational training for occupations which are inappropriate for the present economic environment of the local community (no jobs are available). Thus, the evaluation results can help the project director make programming decisions to rectify the situation.

EXHIBIT 2
Program Environment: Examples of Evaluation Questions, Variables, and Data Sources

	Education Questions	Variables	Possible Data Sources
1.	What are the general characteristics of the community and target population served by the program?	Total population; number of individuals in target population, demographics of the target population.	Published Census Reports
2.	What are the employment and economic characteristics of the community in which the program is located?	Unemployment rate; mean family income of general population and target population.	Local Labor Department
3.	How many members of the target population in the community need employment and related services?	Number of adults seeking employment; number of adults unemployed; number of adults underemployed.	Local Labor Department
4.	How many adults need literacy and/or vocational training?	Number of adults needing training.	Local Labor Department
5.	What kinds of jobs are available in the community for which the program could train adults?	Jobs available in community.	Local Labor Department
6.	Which areas of vocational training are most needed in the community	Types of jobs available in community.	Local Labor Department

V. PROGRAM PARTICIPANTS

This chapter concerns that part of the evaluation related to the number and characteristics of the program's students or trainees. These data will be collected during recruitment periods or upon entry to the program. Most student data will be descriptive in nature, such as age, ethnicity, and prior education or occupational training. Some data, however, will be baseline measures of variables related to program objectives. These data will be compared to data collected at completion of the program to determine effects. Examples of these data are literacy levels, vocational skills, employment status, and job wages.

The specific student data to be collected should be determined by the project director and evaluator, and depends on the issues which they choose to address. From this, a set of evaluation questions may be developed by the evaluator which focus on these issues. This then leads to specification of variables, and the development of the data collection plans and instruments.

Evaluation questions concerning students or trainees are shown in Exhibit 3, along with examples of the relevant variables and data sources. A particular local program may wish to add, modify, or delete questions from this listing.

A program intake form can generally be used to supply most, if not all, of the information needs concerning student characteristics. The evaluator should examine existing form(s) used by the program to determine whether all data needs are satisfied. If not, these forms should be modified so that the additional required information is collected.

A sample intake form is shown in Appendix A1. Additions, deletions, and modifications to the form may be made as desirable.

Each entering student may be asked to complete a Student Intake Form during the recruitment or intake process, or during the first class session. Alternatively, staff members may interview entering students and record the data on the Intake Form themselves during the intake interview. The evaluator or a designated staff member will then be responsible for summarizing the data across students.

EXHIBIT 3
Program Participants: Examples of Evaluation Questions, Variables and Data Sources

Evaluation Questions	Variables	Possible Data Sources
1. How many individuals are enrolled?	Number of individuals enrolled	Program Records
2. What are the demographic characteristics of the participants?	Age, Sex, Racial/Ethnic Group, Years of Formal Schooling, Achievement of High School Diploma or GED Certificate, Family Status, Number of Dependents.	Student Intake Form
3. What is the level of English language proficiency of participants before they enter the program? (See Appendix B.)	Scores on measures of English Language Proficiency	English Language Proficiency Test Given to At Intake
4. What is the level of native language proficiency of limited English proficient (LEP) students before they enter the program?	Scores of measures of Native Language Proficiency	Native Language Proficiency Test Given To LEP Students At Intake
5. What are students' reasons for enrolling in the program?	Students' goals/objectives	Student Intake Form
6. What are the vocational skills of participants at program entry?	Vocational Skills	Student Intake Form, or Pretest of Vocational Skills
7. How much previous vocational training do participants have at program entry?	Years of Vocational Training; Areas of Vocational Training	Student Intake Form
8. What are the job interests and goals of participants at program entry?	Job Interests; Job Goals	Student Intake Form
9. What are the employment status and wages of participants at program entry?	Employment Status; Public Assistance and Unemployment Benefits Received; Hourly Wages Prior to Program Entry.	Student Intake Form

VI. PROGRAM IMPLEMENTATION

This chapter focuses on documenting how a vocational or adult education program is implemented and the services which are provided. This includes recruitment, intake and assessment activities; literacy, basic skills, and vocational instruction; job counseling and other support services; job development; and job placement. The data to be collected will focus on what has actually taken place, rather than what was originally planned. With proper documentation, the project staff can assess the changes needed for future program improvement.

The project director and the evaluator should work together to decide how the specific activities and services of the program are to be described or documented, and the level of detail desired. Once this has been determined, the project director and evaluator should develop a set of evaluation questions which focus the data collection requirements. Sample questions, shown in Exhibit 4, cover a wide range of program activities. The project director and local evaluator should review these and select the ones which are relevant to their program. In addition, modifications and additions to these questions should be developed to fit the needs of the individual program.

The evaluator will be responsible for developing the plans and instruments for collecting the necessary data. Appendix A2 contains an example of one such instrument, a sample Program Profile whose purpose is to collect and compile the data needed to describe the program's processes and services. Appendix A3 contains a sample Student Instructional Status and Attendance Form which can be used to collect data on instructional services received by individual students. These sample forms can be adapted to fit the needs of the specific evaluation questions which have been developed by the project director and evaluator.

Data for the Program Profile can be collected from project records or directly from the project director and his/her staff. Two strategies are available. The evaluator can review project records and interview the project director and staff to complete the form, or the project director and staff members can respond to the form in writing. The latter data collection strategy is probably more cost effective since it minimizes the time of the evaluator.

EXHIBIT 4
Program Implementation: Examples Of Evaluation Questions, Variables, and Data Sources

Evaluation Questions	Variables	Possible Data Sources
1. What are the objectives of the program? Are these objectives clearly stated and measurable?	Program Objectives	Project Application; Management Plan
2. In what adult education/ vocational training areas does instruction take place	Instructional Area	Project Application and Records
3. How long is each training cycle?	Number of Weeks or Months	Project Schedule
4. What is the total number of hours of instruction provided to each student?	Number of Training Hours	Project Schedule
5. What are the instructor/student ratios?	Number of Students; Number of Instructors	Project Records
6. To what extent is enrollment meeting the program goals?	Program Objectives; Number of Students	Project Application; Project Records
7. How is recruitment conducted? What criteria are used for accepting individuals? Are criteria appropriate?	Recruitment Procedures; Enrollment Criteria	Project Application; Observation
8. How is the project staffed? Is staffing appropriate and sufficient for project operation?	Number of Staff by Position	Project Records
9. What are the qualifications of the staff? Do staff have necessary qualifications to meet the needs of the students?	Background and Experience of Staff	Employment Applications; Staff Resumes and Interviews
10. What kind of staff development and training are provided to staff members? Are development and training appropriate and sufficient?	Staff Development and Training Activities	Project Records; Staff Interviews; Observations
11. What specific vocational competencies are addressed by the training program?	Vocational Competencies	Project Application; Project Records
12. What specific basic skill competencies are addressed by the program? Are competencies appropriate and sufficient?	Basic Skills Competencies	Project Application; Project Records
13. What criteria are specified for successfully completing the program? Are criteria appropriate?	Completion Criteria	Project Application; Project Records

Evaluation Questions	Variables	Possible Data Sources
14. Does the training curriculum as implemented follow the project plan? Is curriculum appropriate?	Description of Training	Project Application; Project Records; Staff Interviews
15. What training methods and materials are used? Are the methods appropriate?	Description of Training; Methods and Materials	Project Application; Staff Interviews; Observation
16. What job counseling services are provided to students? Are these services appropriate and sufficient?	Description of Job Counseling Services; Number of Counseling Sessions; Number and Percent of Students Counseled; Number of Counseling Hours Provided	Project Application; Project Records; Staff Interviews; Observation
17. What job development activities are implemented by the staff? Are these activities appropriate and sufficient?	Description of Job Development Activities; Number of Employers Contacted	Project Application; Project Records; Staff Interviews; Observation
18. What job placement services are provided to students? Are these services appropriate and sufficient?	Description of Job Placement Services; Number and Percent of Students Served	Project Application; Project Records; Staff and Participant Interviews; Observation
19. How are employers and the general community involved in the training program? Is this involvement appropriate and sufficient?	Number of Group and Individual Meeting Held; Number of Phone and Written Communications	Project Application; Project Records; Staff and Employer Interviews
20. What facilities and equipment are used by the program? Are the facilities and equipment appropriate and sufficient?	Description of Facilities and Equipment	Project Application; Staff Interviews; Observation
21. What is cost of training per student?	Total Project Funding; Number of Students	Project Budget; Project Records

VII. PROGRAM OUTCOMES

Program outcome data are used to determine the extent to which a program is meeting its goals and objectives for students or trainees. These goals and objectives may include:

- improved literacy and computational skills;
- increased vocational skills;
- stable employment;
- increased earning capability; and
- greater career advancement opportunities.

As with the other evaluation components, the project director and evaluator must work jointly to define the scope of the outcome data to be collected. This should be accomplished by developing a set of evaluation questions to assess the extent to which the project's goals and objectives are met. Examples of evaluation questions directed at the outcomes of programs are shown in Exhibit 5. Also shown are the relevant variables which relate to the questions and possible sources from whom data may be collected. Project directors and local evaluators should carefully examine these questions and select those which are applicable to their program. Additional evaluation questions may also be specified which address any special issues and concerns of the local program.

Depending on the goals of the program, data required at program completion may include:

- number of completers;
- achievement of basic skills objectives;
- achievement of vocational objectives and competencies;
- number of completers placed in jobs related to vocational area in which trained; and
- for those placed, wages per hour.

Additional data will also be required depending on the final set of evaluation questions specified by the project director and evaluator.

The data on achievement of educational and vocational training objectives and competencies should be available from project records. The measure(s) should be the same as were used at program entry. In this manner, pre/post-test differences can be calculated to measure change. Data on job placements and wages may be obtained from program records or collected directly from the former trainees.

Data collected at follow-up may include:

- number employed;
- wages per hour;
- number receiving wage increase or higher paying job since initial placement following training; and
- number obtaining job promotions since initial placement following training.

As with the program completion data, other data may be required depending on the evaluation questions which are specified.

Follow-up data can be collected from former students or trainees or from their employers. First priority should be given to collecting data from former students, rather than from busy employers. It is suggested that contacts with employers to obtain project evaluation data be kept to a minimum.

Data collection instruments which may be useful for evaluation purposes include a Student Follow-Up Telephone Survey, a Job Placement Information Form and Follow-Up Questionnaire, and an Employer Follow-Up Questionnaire. Samples of these data collection instruments are found in Appendices A4, A5, A6, and A7. These examples may be adapted to fit the needs of each local program.

Appropriate data collection procedures and record-keeping systems need to be developed to ensure that program completion, placement, and follow-up data are collected, recorded, and filed. This will ensure that the data are readily available for tabulation and summary to meet the time schedule for the evaluation. Early planning by the evaluator and project director is one of the key elements to success in any data collection effort. This is especially true for the development of a record-keeping system for the collection of follow-up data. First, a tickler file or calendar must be established so that program staff can keep track of when each student or trainee has been placed in a job, and when follow-up is required. Without such a system, the staff will not be able to keep track of the appropriate time to follow-up each program completer. Second, an address file and a placement file for program completers need to be continually up-dated. Addressed and stamped post-cards may be given to students when they complete training so they can notify the program of address and job changes in a convenient manner. Alternatively, students can be asked to notify the project staff by telephone when they change addresses or jobs. Without these procedures, follow-up will be extremely difficult.

Follow-up data may be collected via telephone interviews with former students. Before completing the program, each student should be told to expect these calls, and to keep the program informed of address and telephone number changes. On the other hand, collecting follow-up data from employers is a very difficult task, as employers are reluctant to give out personnel information, and generally are busy and do not like to be bothered. However, if collection of data from employers is required, program staff should lay the groundwork for follow-up by building a good rapport with employers when students are placed. By establishing good relationships at these times, follow-up data can be more easily collected.

The evaluator, with input from the project director, should be responsible for developing the instruments, procedures, and record-keeping systems. The project staff, under the supervision of the project director, should have the responsibility of collecting and recording the required data. Training the staff in all data collection and record-keeping procedures should be the responsibility of the evaluator.

EXHIBIT 5
Program Outcomes: Examples of Evaluation Questions, Variables, and Data Sources

Evaluation Questions	Variables	Possible Data Sources
A. Program Completion		
1. How many students/trainees completed the training program?	Number of Completions	Program Records
2. To what extent were students' objectives met? What is degree of completers' satisfaction with training program?	Ratings of Satisfaction	Completers
3. To what extent did students increase their literacy skills?	Pre/Post Measures of Literacy Skills; Achievement of Training Objectives	Program Records
4. To what extent did students/trainees increase their vocational skills and knowledge?	Achievement of Vocational Training Objectives and Competencies; Pre/Post Measures of Vocational Skills and Knowledge	Completers; Program Records
5. How many completers were placed in jobs following training? How many were placed in full-time and part-time training-related jobs?	Number of Completers Placed in Jobs	Completers; Program Reports
6. What is the average gross wage per hour of completers who were placed in jobs?	Wages Per Hour	Completers
7. What is the average number of hours worked per week of those placed in jobs?	Number of Hours Worked	Completers
8. How many completers were placed in or enrolled in further education or training programs following completion of training?	Number of Completers Placed or Enrolled for Further Education or Training.	Completers

	Evaluation Questions	Variables	Possible Data Sources
B.	Follow-Up		
1.	How many program completers were employed six months following initial placement in training-related and non-training related, full-time and part-time jobs?	Number of Completers Employed	Completers; Employers
2.	What is average gross wage per hour of completers six months following initial placement?	Wager Per Hour	Completers; Employers
3.	What is the average number of hours worked per week of completers six months following initial placement?	Number of Hours Worked	Completers; Employers
4.	How many completers are enrolled in school or other training program six months following initial placement?	Number of Completers Enrolled in School or Training Program	Completers
5.	How many completers are unemployed six months following initial placement?	Number of Completers Unemployed	Completers
6.	How many completers were employed at any time during the six month period following initial placement?	Number of Completers Employed at Any Time During Follow-up Period	Completers; Employers
7.	How many completers obtained job promotions during the six month period following initial placement?	Number of Completers Who Obtained Job Promotions or Higher Level Jobs	Completers; Employers
8.	How many completers received wage increases or obtained a higher paying job during the six month period following initial placement?	Number of Completers Who Received Wage Increase	Completers; Employers
9.	How satisfied are former participants with the jobs six months following initial placement?	Ratings of Job Satisfaction	Completers
10.	How satisfied are employers with the vocational and literacy skills of the program completers they hired?	Ratings of Employee Satisfaction with Vocational Skills and English Language Skills	Employers

VIII. Presentation of Findings

Following data collection, the next steps in the evaluation process involve data analysis and preparation of a report. These steps require the expertise of an experienced evaluator who is objective and independent of the project and grantee. This is important for the acceptability of the report's findings, conclusions, and recommendations.

The evaluator will be responsible for developing and carrying out a data analysis plan which is compatible with the evaluation's goals and audience. To a large extent, data will be descriptive in nature and may be presented in narrative and tabular format. However, comparisons of pre- and post-measures related to literacy and computational skills, vocational skills and knowledge, job wages, etc., may require more sophisticated techniques. These depend on the nature of the data.

The data will be analyzed to answer the evaluation questions specified in the evaluation plan. Thus, the analysis will allow the evaluator to:

- describe the program environment;
- describe the program participants;
- describe the program activities and services;
- describe the outcomes;
- examine and assess the extent to which the program plan was followed;
- examine and assess the extent to which the outcomes met the program goals and objectives; and
- examine how the program environment, participants, activities, and services affected the extent to which the outcomes were achieved, and how the program can be improved to achieve increased success.

An evaluation report will then:

- describe the accomplishments of the program, identifying those elements of the program that were the most effective;
- describe elements of the program that were ineffective and problematic as well as areas that need modifications in the future;
- describe the outcomes or the impact of program services on the participants; and
- document how the program environment, activities, and services contributed to the accomplishment or lack of accomplishment of the program goals and objectives.

The level of information and documentation suggested in this Guidebook will make the report quite useful for making decisions about improving program services, instructional strategies, etc., for the future. In other words, the evaluation report is a decision-making and planning tool for the project director and his/her staff. The report will support the broad management functions of decision-making, program improvement, accountability, and quality control.

It is important to keep the report's audience in mind. In most cases, this will be the project director and funding agency administrators. These individuals may not be experienced in the technical aspects of data analysis. Therefore, the report should present data in a straightforward manner, using tabular presentations to help the reader. Interpretations and conclusions drawn from the data and implications for future directions should be discussed in a clear narrative. An example of a report outline is provided in Exhibit 6 on the next page.

In addition to the written report, the evaluator should provide an oral briefing to the project director, project staff, and appropriate administrators. This should take place after those individuals have had a chance to read the report. The briefing should first include a short presentation on the most important findings, and on the conclusions and recommendations drawn by the evaluator. A question and answer period following that presentation will allow for discussion of those conclusions and recommendations that are most relevant to improving the program in order to yield greater benefits to participants, employers, and the community-at-large. The project director should then prepare and execute an action plan for implementing the appropriate recommendations. In sum, evaluation results should be used for program improvement. Learning from the past to improve future programming should be a primary management goal.

EXHIBIT 6
Organization of Evaluation Report

I. Executive Summary (3-4 pages)

- *Purpose*
- *Procedures*
- *Major Findings*
- *Conclusions and Recommendations*

II. Introduction

- *Background of Program*
- *Objectives of the Evaluation*
- *Summary of Procedures*

III. Description of Program Environment

IV. Program Components

- *Descriptions of Program Activities and Services*
- *Deviations from Plan in Grant Application*

V. Number and Characteristics of Participants

VI. Program Outcomes

- *Program Completion*
- *Follow-Up*

VIII. Conclusions and Recommendations for Program Improvement

APPENDICES

Appendix A: Sample Data Collection Forms

A1. Student Intake Form A-1

A2. Program Profile A-9

A3. Student Instructional Status and Attendance Form A-23

A4. Student Follow-Up Telephone Survey A-27

A5. Initial Job Placement Information Form A-37

A6. Job Placement Follow-Up Questionnaire A-41

A7. Employer Follow-Up Questionnaire A-47

Appendix B: Measurement of English Language Proficiency of LEP Adults B-1

APPENDIX A1

STUDENT INTAKE FORM

Name: _____
Last First Middle Initial

Address: _____
House Number Street

_____
City State Zip Code

Telephone (___) ___-____

Date of Application: __/__/__

1. Birthdate _____

2. Sex
   - Male _____
   - Female _____

3. Marital status
   - Currently married _____
   - Widowed _____
   - Divorced _____
   - Separated _____
   - Never married _____

4. Single Parent
   - Yes _____
   - No _____

5. Race or ethnic group
   - American Indian or Alaskan Native _____
   - Asian or Pacific Islander _____
   - Black, not of Hispanic origin _____
   - Hispanic _____
   - White, not of Hispanic origin _____

6. Number of Years of School Completed
   - None _____
   - 1 - 4 years _____
   - 5 - 8 years _____
   - 9 years _____
   - 10 years _____
   - 11 years _____
   - 12 years _____
   - More than 12 years _____

7. Highest Diploma/Degree Obtained
   - None _____
   - GED Certificate _____
   - High School Diploma _____
   - Technical Certificate _____
   - A.A. Degree _____
   - 4 year College Graduate _____
   - Other _____

8. What is the most important reason you enrolled in this program?

Required by employer _____
Required by another program or agency _____
To satisfy family or friends _____
To satisfy other personal or employment goals _____

9. Do you speak a language other than English at home?

Yes (continue below) _____
No (skip to 10) _____

What language do you speak?

Spanish _____
Asian (Chinese, Vietnamese, Korean, etc.) _____
Other _____

How well do you read in that language?

Very well _____
Well _____
Not well _____
Not at all _____

How well do you speak English?

Very well _____
Well _____
Not well _____
Not at all _____

10. Are you currently receiving any public assistance or public welfare payments, for example, Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC)?

Yes (skip to 11) _____

No (continue below) _____

Did you receive in the last 12 months any public assistance or public welfare payments, for example, Supplemental Security Income (SSI), Aid for Families with Dependent Children (AFDC)?

Yes _____
No _____

11. Did you work full-time or part-time for pay last week?

No (skip to 12) _____
Yes (continue below) _____

If employed, where:_____

Describe job:_____

_____

Wages Per Hour: $_____
(Skip to 13)

12. Were you looking for work during the last four weeks?

Yes (continue below) _____
No (skip to 13) _____

Could you have taken a job last week if one had been offered?

No, already have a job _____
No, temporarily ill _____
No, other reasons
(in school, etc.) _____
Yes, could have taken job _____

13. How did you learn about this instructional program?

Family members _____
Friend/neighbor _____
Work associate/employer _____
Newspaper _____
Radio _____
Television _____
Letter, notice or leaflet
from school or other
community organizations _____
Other _____

14. Previous Work History: _____

15. Vocational Skills: _____

16. Prior Adult Education/Vocational Training: _____

17. Job Interests and Goals: _____

18. How important to you are the following reasons for enrolling in this program?

		Very Important	Somewhat Important	Not Important
a.	To improve reading/writing skills	____	____	____
b.	To improve math skills	____	____	____
c.	To improve speaking and listening skills	____	____	____
d.	To get a GED or high school diploma	____	____	____
e.	To prepare for a vocational or job training program	____	____	____
f.	To get a job or a better job or qualify for higher pay	____	____	____
g.	To improve job performance	____	____	____
h.	To qualify for United States citizenship	____	____	____
i.	To feel better about myself	____	____	____
j.	To contribute better to my family and community	____	____	____
k.	To help my children with schoolwork	____	____	____
l.	To become less independent on others for help	____	____	____
m.	To make others feel better about me	____	____	____
n.	To help continue my education	____	____	____

APPENDIX A2

PROGRAM PROFILE

Program Name: _____

City: _____ State: _____

Name and Title of Respondent: _____

Area Code/Telephone No.: _____

Date Form Completed: _____

1. What is the maximum number of students/trainees your program can serve at one time? _____

2. How many students/trainees are currently enrolled in your program? _____

3. For Program Year 19__ - 19__, specify the number of students/trainees served in your program in the following categories:

a. Gender

Male	_____
Female	_____

b. Age

16 - 17 years old	_____
18 - 24 years old	_____
25 - 44 years old	_____
45 - 59 years old	_____
60 years and older	_____

c. Ethnic/Racial Group

American Indian or Alaskan Native	_____
Asian or Pacific Islander	_____
Black, not of Hispanic origin	_____
Hispanic	_____
White, not of Hispanic origin	

d. Institutionalized

Correctional	_____
Other	_____

4. Immediately Prior to Entering Program,

a) Number of students who were employed full-time (35 or more hours per week) _____

b) Number of students who were employed part-time (less than 35 hours per week) _____

c) Number of students who were enrolled in school or other training program _____

d) Number of students who were employed _____

e) Number of students who were receiving public assistance benefits _____

f) Number of students who were receiving unemployment insurance benefits _____

5. Summary of Scores on Program Outcome Measures:

Type of Measure	Name of Instrument	Number of Students	Pre-test Mean Score	Mean Post-test Score
English Skills	_____	_____	_____	_____
Math	_____	_____	_____	_____
Vocational	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6. What is the average number of hours per week that students/trainees attend class or receive program services? _____ hours

7. Approximately how many of your current students/trainees receive instructional services:

a.) 5 or more days/week? _____

2 - 4 days/week? _____

1 day or less/week? _____

b.) During the day? _____

In the evening? _____

8. To what extent are the needs of your students/trainees being met by services offered as part of your program? (For each row check the appropriate column.)

		Not at All	Somewhat	Fully	Don't Know
a.)	Child Care	_____	_____	_____	_____
b.)	Transportation	_____	_____	_____	_____
c.)	Health Services	_____	_____	_____	_____
d.)	Counseling	_____	_____	_____	_____
e.)	Job Search Assistance	_____	_____	_____	_____
f.)	Financial Assistance	_____	_____	_____	_____

9. To what extent do you rely on the following ways to recruit potential students/trainees? In responding, please assume that "very little" means that this approach accounts for less than 10% of your recruiting effort; that "some" means 10% to 50% of your recruiting effort; and "a great deal" means over 50% of your recruiting effort. (Check the appropriate column for each row in the following list.)

		Not at All	Very Little	Some	A Great Deal
a.)	Announcements in mass media (TV, radio, etc.)	____	____	____	____
b.)	Fliers, posters, mailings	____	____	____	____
c.)	Referrals from welfare, employment, social agencies, or community programs	____	____	____	____
d.)	Recruitment by co-sponsoring groups	____	____	____	____
e.)	Program staff member assigned to recruitment	____	____	____	____
f.)	Organized recruitment by current students/trainees	____	____	____	____
g.)	Recommendations by current students/trainees	____	____	____	____
h.)	Local residents used as recruitment aides	____	____	____	____
i.)	Other (specify: _____)	____	____	____	____

10. How many hours of volunteer time were donated to your program over the last program year? (If none, enter zero.)

Individual Tutoring:	_____ hours
Classroom Instruction:	_____ hours
Classroom/Instructional Aide:	_____ hours
Support Services:	_____ hours
Recruitment:	_____ hours

11. Where would you place your program on the following continua: (Mark an "x" on the appropriate line.)

a.)	Highly Individualized Design	___	___	___	___	___	Prestructured Fixed Design
b.)	Emphasis on Academic Skills	___	___	___	___	___	Emphasis on Workplace or Life Skills
c.)	Student Designed or Selected Materials	___	___	___	___	___	Program Designed or Selected Materials
d.)	Reliance on Nationally Normed tests	___	___	___	___	___	Reliance on Criterion Referenced Tests

12. How would you characterize the involvement of each of the following types of public and private organizations (other than your agency) with your program? For each row, check the appropriate column(s).

		Not significantly involved	Involved in planning	Involved in recruiting/ referrals	Provide funding	Provided staff, facilities, & other resources	Other (Specify below)
a.)	Local school district	____	____	____	____	____	____
b.)	Community college	____	____	____	____	____	____
c.)	Area voc-tech schools	____	____	____	____	____	____
d.)	State and local employment and training agencies	____	____	____	____	____	____
e.)	Literacy councils/ organizations	____	____	____	____	____	____
f.)	Religious groups	____	____	____	____	____	____
g.)	businesses or labor unions	____	____	____	____	____	____
h.)	Representatives of special adult populations	____	____	____	____	____	____
i.)	Other fraternal, voluntary or community organizations	____	____	____	____	____	____
j.)	Public libraries	____	____	____	____	____	____
k.)	Hospitals	____	____	____	____	____	____
l.)	Other state and local agencies	____	____	____	____	____	____

13. For your instructional program, what is the number of instructors and volunteers who are . . . ?

a.) Full-time paid instructors: _____

Part-time paid instructors: _____

Volunteer instructors: _____

b.) Teach in the program:	Full-time Staff	Part-time Staff	Volunteers
10 - 12 months/yr	____	____	____
6 - 9 months/yr	____	____	____
less than 6 months/yr	____	____	____

c.) Teach:	Full-time Staff	Part-time Staff	Volunteers
day classes only	____	____	____
night classes only	____	____	____
day and night	____	____	____

d.) Have taught classes in your program:	Full-time Staff	Part-time Staff	Volunteers
less than 1 year	____	____	____
1 - 3 years	____	____	____
over 3 years	____	____	____

e.) Have completed:	Full-time Staff	Part-time Staff	Volunteers
some college or post-secondary education	____	____	____
BA/BS	____	____	____
MA or higher degree	____	____	____

f.) Are:	Full-time Staff	Part-time Staff	Volunteers
certified specifically in adult education	____	____	____
certified in area other than adult education	____	____	____
not certified	____	____	____

g.) Besides teaching:	Full-time Staff	Part-time Staff	Volunteers
have no other program responsibilities	____	____	____
have other program responsibilities	____	____	____

14. What percentage of your instructors have been provided with initial orientation or in-service training within the past program year?

_____ %

15. During the past program year, which of the following forms of in-service training have been provided to your instructional staff? (Check all that apply.)

a.) No in-service training provided ____ (Skip to 15)

b.) Assignment to work in the classroom of a more experienced teacher or staff member ____

c.) Participation in curriculum development ____

d.) Coaching by supervisors or others ____

e.) Workshops and conferences ____

f.) Participation in related university courses ____

g.) Other (specify) _____ ____

16. During the past program year, which of the following have been a major thrust of the in-service training for your instructors? (check all which apply.)

a.) Improving reading instruction ___

b.) Improving writing instruction ___

c.) Improving math instruction ___

d.) Improving vocational instruction ___

e.) Assessing students/trainees needs ___

f.) Recruiting students/trainees ___

g.) Instructing students/trainees with physical handicaps and learning disabilities ___

h.) Counseling and otherwise dealing with students'/trainees' personal problems ___

i.) Providing instructors with occupational knowledge relevant to their students ___

j.) Relating instruction to students'/trainees' ethnic/cultural backgrounds ___

k.) Preventing student/trainee dropouts ___

l.) Involving students/trainees in planning and evaluating their own programs of instruction ___

17. What percentage of teachers use each of the following? (Check appropriate responses.)

		None	Few (less than 25%)	Some (25% -50%)	Most (over 50%)
a.)	Learning contracts	___	___	___	___
b.)	Student projects	___	___	___	___
c.)	Role play, learning games, simulations programs	___	___	___	___
d.)	Student participation in planning own program	___	___	___	___
e.)	Problem solving through discussion groups	___	___	___	___
f.)	Student participation in evaluating own learning gains	___	___	___	___
g.)	Student journals and/or exchange letters with students	___	___	___	___
h.)	Use of existing students in new student orientation	___	___	___	___
i.)	Student/teacher prepared instructional materials	___	___	___	___
j.)	Modes of assessment of learning gains other than tests (e.g. portfolios)	___	___	___	___

18. To what extent does your program use each of the following learning environments? (In responding, assume that "very little" means less than 10% of total client instructional time; "some" means 10% to 50%; and "a great deal" means over 50% of total client instructional time. Check the appropriate column for each learning environment.)

		Not at All	Very Little	Some	A Great Deal
a.)	Individual instruction, (e.g., one-on-one tutoring)	___	___	___	___
b.)	Individual self-study with no instructor or tutor present	___	___	___	___
c.)	Small group instruction for students with similar problems	___	___	___	___
d.)	Classroom style instruction with 1 or more aides	___	___	___	___
e.)	Multi-media learning labs or centers	___	___	___	___
f.)	Computer-assisted instruction	___	___	___	___
g.)	Real or simulated workplace settings	___	___	___	___
h.)	Other (specify: _____)	___	___	___	___

19. What is your program's total budget, not including non-cash contributions for the year ending June 30, 199__?

$ _____

20. Over and above the budget amount you provided in response to Question 19, do you receive any non-cash in-kind and/or donated contributions?

____ Yes ____ No

Roughly, how much of an increase would you need in your budget if you had to pay for the facilities, goods and services your program now receives as in-kind contributions?

___ None, no in-kind received

___ about a 25% increase

___ about a 50% increase

___ about a 75% increase

___ about a 100% increase

___ more than 100%

(if over 100%, what's your best guess? _____%)

21. Approximately what percentage of your total budget (Question 19) is devoted to the following: (Answer using dollars or percentage, which ever is easier.)

a.)	Administrative Staff	___ %	$___
b.)	Instructional Staff	___ %	$___
c.)	Counseling Staff	___ %	$___
d.)	Clerical and other staff	___ %	$___
e.)	Instructional materials/equipment	___ %	$___
f.)	Facilities	___ %	$___
g.)	Utilities	___ %	$___
h.)	Custodial Services	___ %	$___
i.)	Office equipment/furniture/supplies	___ %	$___
j.)	Other (specify): _____	___ %	$___
k.)	Other (specify): _____	___ %	$___
	TOTAL	100 %	$___*

* Should be equal to amount in Item 19

22. Approximately what percentage of your total budget (see Item 19) comes from each of the following sources? (Answer using dollars or percentage, whichever is easier.)

a.)	Federal government (all sources)	___ %	$___
b.)	State government (all sources)	___ %	$___
c.)	Local government (all sources)	___ %	$___
d.)	Private Sector Donations	___ %	$___
e.)	Other	___ %	$___
	TOTAL	100 %	$___ •

• Should be equal to amount in Item 19.

APPENDIX A3

STUDENT INSTRUCTIONAL STATUS AND ATTENDANCE FORM

Name: _____ Date: _____

Program: _____

1. Current Program Status:

- ☐ Active: Received one or more hours of instruction (Go to 3)
- ☐ Inactive: Received no instruction (Go to 2) and stop

2. Reason for Not Receiving Instruction

- ☐ Student no longer attends, reason unknown
- ☐ Completed instructional program, not interested in going further
- ☐ Completed highest level of instruction offered
- ☐ Completed requirements of employer/other agency/other program
- ☐ Forced to leave by personal circumstances--moved, changed job, health, family obligations, etc.
- ☐ Did not complete program, but left expressing satisfaction
- ☐ Did not complete program and left expressing dissatisfaction
- ☐ Transferred to another site/program
- ☐ Participation ended for other reasons

3. Learning Environment(s) (Mark All That Apply)

- ☐ Class with teacher only
- ☐ Class with teacher and aide
- ☐ Computer assisted lab
- ☐ Vocational lab
- ☐ Learning Lab
- ☐ Individual tutor
- ☐ Self-study, no instructor
- ☐ Other

4. Support Services Used (Mark All That Apply)

- ☐ Child care
- ☐ Transportation
- ☐ Health Services
- ☐ Counseling
- ☐ Job Search assistance
- ☐ Translator services
- ☐ Financial assistance

5. Approximate Class Size

_____

6. Days and Hours Scheduled or Attendance Pattern for Typical Student

Days Scheduled Per Week:	Hours Scheduled Per Week:
____	_____

7. Monthly Student Attendance Record

Month: _____		Month: _____		Month: _____	
Total Days Attended	Total Hours Attended	Total Days Attended	Total Hours Attended	Total Days Attended	Total Hours Attended
_____	_____	_____	_____	_____	_____

Month: _____		Month: _____		Month: _____	
Total Days Attended	Total Hours Attended	Total Days Attended	Total Hours Attended	Total Days Attended	Total Hours Attended
_____	_____	_____	_____	_____	_____

APPENDIX A4

STUDENT FOLLOW-UP TELEPHONE SURVEY

Name: _____

Date of Interview: _____

Program: _____

Interviewer: _____

1. I understand that you attended the program at _____ about six months ago. Is that correct?

☐Yes ☐ No [If the respondent answers no to this question, the interview is terminated.]

2. Did you learn what you wanted to learn from the instruction that you received?

☐Yes ☐ No

3. To what extent did the educational class or training program help you to improve reading/writing skills?

☐Yes ☐ Somewhat ☐ Not At All

4. To what extent did the educational class or training program help you to improve math skills?

☐Yes ☐ Somewhat ☐ Not At All

5. To what extent did the educational class or training program help you to improve speaking and listening skills?

☐Yes ☐ Somewhat ☐ Not At All

6. To what extent did the educational class or training program help you to enter a vocational or job training program?

☐Yes ☐ Somewhat ☐ Not At All

7. To what extent did the educational class or training program help you to get a job or a better job or qualify for higher pay?

☐Yes ☐ Somewhat ☐ Not At All

8. To what extent did the educational class or training program help you to improve job performance?

☐Yes ☐ Somewhat ☐ Not At All

9. To what extent did the educational class or training program help you to qualify for United States citizenship?

☐Yes ☐ Somewhat ☐ Not At All

10. To what extent did the educational class or training program help you to feel better about yourself?

☐Yes ☐ Somewhat ☐ Not At All

11. To what extent did the educational class or training program help you to contribute better to your family and community?

☐Yes ☐ Somewhat ☐ Not At All

12. To what extent did the educational class or training program help you to help your children with schoolwork?

☐Yes ☐ Somewhat ☐ Not At All

13. To what extent did the educational class or training program help you to become less dependent on others for help?

☐Yes ☐ Somewhat ☐ Not At All

14. To what extent did the educational class or training program help you to make others feel better about you?

☐Yes ☐ Somewhat ☐ Not At All

15. To what extent did the educational class or training program help you to continue your education?

☐Yes ☐ Somewhat ☐ Not At All

16. Did you attend the educational class or training program to get a GED?

☐Yes ☐ No

17. Did you attend the educational class to earn a regular High School Diploma?

☐Yes ☐ No

18. What was your major reason for leaving your class or instructional program?

☐Left Satisfied. . .completed program

☐Left Satisfied. . .completed required attendance

☐Left Satisfied. . .got what went for/achieved personal goals

☐Left Satisfied. . .other (e.g., enrolled in school, got job)

☐Left/Outside Events. . .personal illness, health problems

☐Left/Outside Events. . .family responsibilities (including child care)

☐Left/Outside Events. . .transportation problems

☐Left/Outside Events. . .change of job or work responsibilities

☐Left/Outside Events. . .other reasons not to do with the course itself

☐Left Due To Courses. . .too many forms/to many tests to take

☐Left Due To Courses. . .personal embarrassment/personal discomfort

☐Left Due To Courses. . .lack of progress/dissatisfied with program

☐Left Due To Courses. . .took too much time & energy (e.g., too far to drive)

☐Left Due To Courses. . .interfered with other (preferred) activities

☐Left Due To Courses. . .worried about personal safety (e.g., bad neighborhoods)

☐Left Due To Courses. . .other reasons reflective of the program

Questions 19 - 25 are asked of those clients who had a job when they enrolled.

19. I see that you were working when you enrolled in the program. Are you working now for pay?

☐ Yes (go to 20) ☐ No (go to 22)

20. Do you still have that same job you had when you enrolled in the program?

☐ Yes (go to 21) ☐ No (go to 23)

21. Did what you learned in the program help you with that job? (i.e. the same job you had when you enrolled)

☐ Yes (go to 30) ☐ No (go to 30)

22. Have you worked regularly at any time since you left the program? (asked of those not working now.)

☐ Yes (go to 25) ☐ No (go to 30)

23. Did what you learned help you get a better job than you had? (asked of those who changed jobs.)

☐ Yes (go to 24) ☐ No (go to 24)

24. Did what you learned in the program help you in your current job? (asked of those who changed jobs.)

☐ Yes (go to 30) ☐ No (go to 30)

25. Did what you learned in the program help you with that job? (asked of those not currently working, but who worked regularly since leaving the program.)

☐ Yes (go to 30) ☐ No (go to 30)

Questions 26 - 29 are asked of those clients who were not working when they enrolled.

26. I see that you were not working when you enrolled in the program. Are you working now for pay?

☐ Yes (go to 28) ☐ No (go to 27)

27. Have you worked at any time since you left the program?

☐ Yes (go to 28) ☐ No (go to 30)

28. Did what you learned in the program help you get the job?

☐ Yes (go to 29) ☐ No (go to 29)

29. Did what you learned in the program help you with that job?

☐ Yes (go to 30) ☐ No (go to 30)

30. Do you have children under the age of 6?

☐ Yes (go to 31) ☐ No (go to 32)

31. How often do you read to or with your children?

☐ Almost Never

☐ About Once Or Twice A Month

☐ About Once A Week

☐ Nearly Every Day

32. Do you feel you need or would like additional educational classes or training?

☐ Yes (go to 33) ☐ No (go to 34)

33. What is your reason for wanting additional classes or training?

- ☐ Academic. . . reading/writing
- ☐ Academic. . . mathematics
- ☐ Academic. . . understanding English
- ☐ Credentials . . .to obtain GED/high school diploma
- ☐ Credentials . . .enter vocational or job training program
- ☐ Credentials . . .enter college
- ☐ Employment. . .learn a trade/skill
- ☐ Employment. . .get a job or better job
- ☐ Employment. . .improve job performance
- ☐ Employment. . .increase income
- ☐ Employment. . .satisfy employer or program requirements
- ☐ Personal. . . prepare for citizenship
- ☐ Personal. . . improve self/feel better about myself
- ☐ Personal. . . contribute to children
- ☐ Personal. . . contribute to church, community
- ☐ Personal. . . become less reliant on others
- ☐ Other Reason

For the next few questions, describe how you usually felt about the instruction you received in your vocational/adult education program.

34. Were the lessons at a level you could understand...

☐ Always ☐ Most Of The Time
☐ Sometimes ☐ Never

35. Were the instructional materials helpful...

☐ Always ☐ Most Of The Time
☐ Sometimes ☐ Never

36. Did your teacher work with small groups of students...

☐ Always ☐ Most Of The Time
☐ Sometimes ☐ Never

37. Was the teacher or aide available to help you individually with the lessons...

☐ Always ☐ Most Of The Time
☐ Sometimes ☐ Never

38. Was there enough practice time in the class...

☐ Always ☐ Most Of The Time

☐ Sometimes ☐ Never

39. Were questions from students encouraged by the teacher...

☐ Always ☐ Most Of The Time

☐ Sometimes ☐ Never

40. Were your questions answered...

☐ Always ☐ Most Of The Time

☐ Sometimes ☐ Never

41. Did you have access to computers in your instructional program?

☐ Yes ☐ No

42. Were they helpful to you...

☐ Always ☐ Most Of The Time

☐ Sometimes ☐ Never

43. Are you attending any educational classes or training program now?

☐ Yes (go to 44) ☐ No (go to 45)

44. What kind of educational class or program are you attending?

☐ English Language Skills

☐ Math Skills

☐ GED/High School

☐ Vocational/Job Training

☐ Community College/College Level

☐ Citizenship

☐ Other

45. Do you plan to enroll in any educational classes or training program in the future?

☐ Yes (go to 46) ☐ No (end interview)

46. When do you plan to take the classes/program?

- ☐ Before Next Year
- ☐ Next Year
- ☐ Within The Next Three Years
- ☐ Longer Than Three Years From Now

47. What educational classes or training program do you plan to take?

- ☐ English Language Skills
- ☐ Math Skills
- ☐ GED/High School
- ☐ Vocational/Job Training
- ☐ Community College/College Level
- ☐ Citizenship
- ☐ Other

APPENDIX A5

INITIAL JOB PLACEMENT INFORMATION FORM

Name: _____

Vocational Training Program: _____

Program Completion Date: _____

A. Placed in Job at Program Completion or Exit?

☐ Yes ☐ No

If no, is individual seeking employment?

☐ Yes ☐ No

If yes: If no, why not?

1. Name of Company: _____ _____

Address: _____

Telephone: _____

Supervisor's Name: _____

2. Nature of Job: _____

_____

_____

3. Is Job Related to Training?

☐ Yes ☐ No

4. Date Hired: _____

5. Date Job Begins: _____

6. Number of Hours to be Worked Per Week: _____

7. Starting Gross Wage Per Hour: _____

8. Does Job Include Medical Benefits?

☐ Yes ☐ No

B. Enrolled for Further Education

☐ Yes ☐ No

APPENDIX A6

JOB PLACEMENT FOLLOW-UP QUESTIONNAIRE

Name: _____

Address: _____

_____

Telephone Number: _____

Date Individual Completed or Exited Program: _____

Date this Survey Completed: _____

1. Are you currently employed?

☐ Yes
(Continue Survey)

☐ No
If no, have you been employed at any time since completion of or exit from program?

☐ Yes
☐ No

2. Who do you work for?

3. Have you been employed continuously since completion of or exit from the vocational training program?
☐ Yes
☐ No

4. Please describe your current job.

_____

_____

_____

5. Is your current job:

Same as when originally hired ☐

A promotion from original job ☐

A demotion from original job ☐

Different job, but neither a promotion nor a demotion ☐

6. What is your current gross hourly wage? $_____ per hour

7. Are you being paid more, less, or the same as the first job you obtained after you completed or exited from the vocational training program?

More ☐
Less ☐
The Same ☐

8. How many hours do you work per week? _____

9. Do you receive medical benefits from your employer?

☐ Yes
☐ No

10. Are there opportunities for you to advance at the place you work?

Many Opportunities ☐

Few Opportunities ☐

No Opportunities ☐

Explain: _____

_____

11. How satisfied are you with the vocational training you received from the program?

Very Satisfied ☐
Satisfied ☐
Dissatisfied ☐
Very Dissatisfied ☐

12. How satisfied are you with the basic skills instruction you received from the program?

Very Satisfied ☐
Satisfied ☐
Dissatisfied ☐
Very Dissatisfied ☐

13. Would you recommend the program to others?

- ☐ Yes
- ☐ No

Explain:_____

_____

14. Are you currently enrolled in any school, educational, or vocational training program?

- ☐ Yes
- ☐ No

Specify:_____

_____

15. How satisfied are you with your present job?

Like it very much	☐
Like it somewhat	☐
Neither like it nor dislike it	☐
Dislike it somewhat	☐
Dislike it a lot	☐

Why?_____

_____

16. What changes in the program do you suggest for the future?

_____

_____

_____

_____

_____

_____

APPENDIX A7

EMPLOYER FOLLOW-UP QUESTIONNAIRE

Name of Employee: _____

Company Name: _____

Type of Business: _____

1. Is _____ currently employed by you or your company?

☐ Yes [Continue with Survey.]
☐ No [If no, ask why not and stop.]

_____

_____

2. Briefly describe this employee's current job.

_____

_____

3. How many hours per week does individual work:_____

4. Is his/her current job:

Same as when originally hired	☐
Promotion from original job with company	☐
Demotion from original job with company	☐
Different job, but neither a promotion nor demotion	☐

5. What is employee's present gross hourly wage? $_____per hour.

6. Is this employee's wage higher, lower, or the same as when originally hired?

Higher	☐
Lower	☐
The Same	☐

7. Does employee receive medical benefits?

☐ Yes ☐ No

8. Are there opportunities for this employee to advance at your company?

Many Opportunities	☐
Few Opportunities	☐
No Opportunities	☐

Explain:_____

_____

9. Compared to other individuals at the same job level, how would you rate this employee's job skills?

- Above Average ☐
- Average ☐
- Below Average ☐

10. Is this employee's basic language and math skills sufficient to perform his/her current job?

	Yes	No
Language skills are a problem	☐	☐
Math skills are a problem	☐	☐

11. Does this employee have the skills necessary to advance at your company?

- ☐ Yes
- ☐ No

Explain: _____

_____

12. In general, how satisfied are you with this employee's work?

- Very Satisfied ☐
- Satisfied ☐
- Somewhat Satisfied ☐
- Dissatisfied ☐

APPENDIX B
MEASUREMENT OF ENGLISH LANGUAGE PROFICIENCY OF LIMITED ENGLISH PROFICIENT ADULTS

For programs which target students or trainees who are not native speakers of English and are limited-English proficient, the measurement of English language proficiency is important for two reasons. First, it will provide the data for describing how well individual participants are progressing in increasing their English language skills. Second, it will provide the basis for assessing how well the program has been able to increase job-related English language proficiency.

In order to select an appropriate language proficiency instrument, it is important to consider specific project goals and needs, as well as the characteristics of the instrument itself. Thus, the adequacy of any language proficiency measure should be assessed according to the criteria below:

- Is the instrument appropriate for *adults*?
- Does the measure assess the appropriate language areas?
- Is the measurement appropriate, i.e., does it take a discrete-point or integrative approach?
- Is the instrument technically sound, i.e., is the validity and reliability of the instrument adequate?

The first criterion requires project staff to assess the appropriateness of the instrument for limited English proficient (LEP) *adults*. This step is extremely important since there may be the temptation to simply adopt an existing instrument designed for LEP school-age youth. In rare instances, such an instrument could be used. However, in the majority of cases, such use would be inappropriate and the resulting information would be inadequate. If an instrument is not designed for an adult population, it will be critical to evaluate the content of the measures to make certain that it is appropriate for adults.

The second criterion requires that an instrument be selected which measures the language skill areas which need to be assessed. The areas that can potentially be measured include all components of listening, reading, speaking and writing. Before an instrument is selected, the project staff need to decide on the specific skill areas to be measured. This judgment should be made on the basis of project goals and vocational skill area(s) in which training is provided. In projects which train in vocational skill areas that require basic reading and writing (clerical, general office skills, and word processing), assessment of literacy[1] is necessary. In projects which focus on instructional areas that

[1]Literacy refers to reading and writing skills.

do not necessarily require literacy (cosmetology and building trades), oracy skills[2] need to be measured.

The third criterion relates to the measurement approach taken by a particular language proficiency instrument. The two possible approaches are discrete-point or integrative. If the focus is on the assessment of individual aspects of language such as grammar, vocabulary, etc., the measurement approach is considered to be discrete-point. However, if the orientation is toward assessing an individual's functional language ability, the approach is integrative. At the simplest level, this latter approach includes the assessment of an individual's capability to listen to a basic conversation and to provide appropriate responses to questions regarding name, home address, listing of family members, etc. At a more sophisticated level, the assessment could require that an individual participate in a simulated job interview or dialogue appropriate to a work setting.

Since a general goal at the local level is to assist participants to communicate in English in a job-related setting, a language proficiency instrument that takes an integrative approach is recommended. However, it should be noted that a discrete-point type instrument may also be appropriately used at the project level once an integrative assessment has been made and specific skills areas that need to be assessed for diagnostic purposes have been identified.

The fourth criterion concerns the technical qualities of the instrument. For example, it will be important to determine whether the testing materials include standardized administration and scoring procedures. Whether it is a published or project developed instrument, it will be important to review validity and reliability data in order to judge its adequacy.

The above four criteria provide a structure for project staff to evaluate and select language proficiency assessment instruments. It is important that any instrument be carefully evaluated in order to ensure the selection of one which is technically sound, and appropriate for the project and the language proficient levels of its students.

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[2]Oracy relates to skills related to listening and speaking.

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13. What changes, if any, should the program make in its training program to enable its trainees to be more valuable employees to your company? Do individuals need more training? If so, in what areas?

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